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**| RESEARCH ARTICLE**

## **Teacher's Educational Knowledge Ability to Implement Holistic and Integrated Learning in Paud Lesson Plan**

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**| ABSTRACT**

This study aimed to determine the teacher's ability to make lesson plans based on the teacher's pedagogic Knowledge and implement integrative holistic learning. This study used a descriptive method by using a questionnaire on 30 Kindergarten teachers in the city of Serang. Early childhood is the most critical age in children's growth and development. The role of a teacher is needed in order to support the children. Children need stimulation for growing and development. In order to have close interaction and exemplary implementation, a teacher is needed to have great potential, such as the best standard of knowledge quality. Pedagogic Knowledge of teachers is one of support for implementing a holistic and integrative approach in arrangement programs to the early childhood education. The population is selected to be teacher majoring in childhood education who has qualified for the degree. The sample is taken from 30 teachers. The instrument used a collection questionnaire and test that combined with the observation. This research is descriptive. A teacher could discuss stimulation aspects to get the best holistic and integrative.

**| KEYWORDS**

Pedagogical knowledge, Integrative Holistic, Lesson Plan

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### **1. Introduction**

At an early age, child development is significant because it becomes the foundation for life in the future. Every early age child who receives care and education with various services is expected to get optimal education and care. All aspects of development (physical, motoric, cognitive, language, social-emotional) must be given to children in holistic and integrated learning. Every aspect of child development is related to one aspect of development with other developmental aspects. The ability of teachers to organize educational learning is essential. In this case, the teacher can develop and implement a complete educational lesson plan, and the teacher can carry out learning activities according to the needs of the students. The teacher can arrange and use various learning materials and learning resources according to the characteristics of the students. Educators' ability to design learning that is by the characteristics of children's growth and development in a holistic and integrated manner is expected to stimulate optimal development and growth of children. Pedagogic knowledge will be more instrumental in guiding children to learn and increase knowledge. In the results of Blair & Razza's research, teachers are not only equipped with the skills needed to teach effectively in this early or crucial phase of childhood, but they also master child development, where children are at an optimal level of development of many essential skills for future learning in schools. school. (Blair & Razza, 2007). Early childhood education should provide fun and meaningful experiences for children. Children obtain this experience through the process of playing while learning; Playing while learning is the essence of play that animates every learning activity for early childhood. The nature of learning in early childhood includes feeling happy, democratic, active, not forced, and independent.

The learning process is conditioned to encourage children's interests as a whole to make them active so that learning objectives take place effectively and take place in a fun way. The management of learning in the classroom is carried out based on the pedagogic knowledge possessed by the teacher, which is carried out correctly and will help children learn more meaningfully.

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Learning should be designed to be fun and make children interested in participating or not being forced to. Teachers should include several elements of educational stimulation in these holistic learning activities so that children consciously learn and are stimulated in various aspects of development. The learning process in early childhood is not a simple thing but involves various complex things. In carrying out an activity, the teacher has the task of encouraging, guiding, and stimulating children to explore their potential to achieve their learning goals. The success of the implementation of education is primarily determined by teachers' readiness to prepare children through every activity and activity. Effective and efficient implementation of activities can be obtained if the teacher pays attention to the lesson plans. As early childhood teachers, teachers must have the ability to provide quality lesson plans according to the stages of child development for children so that they are able and willing to carry out their activities in order to achieve the best learning goals, namely learning outcomes and stimulation of optimal aspects of child development.

With holistic and integrative learning carried out by the teacher, it becomes a form of pedagogical knowledgeability in making lesson plans. Quality learning is carried out by fulfilling the elements of successive stages by the planning objectives.

It is hoped that early childhood educators who have good pedagogic knowledge can help early childhood students become superior generations in the future. This research focuses on the teacher's pedagogic knowledge on implementing a holistic and integrative approach in planning early childhood learning.

## **2. Methodology**

This study uses a descriptive method to describe the mastery of teacher pedagogic knowledge in implementing holistic, integrative learning and making lesson plans for early childhood in kindergarten. This research was conducted for four months; Collecting data using a sampling technique by distributing questionnaires to randomly selected respondents. I Am a kindergarten teacher in the city of Serang. Respondents in this study were 30 kindergarten teachers from 25 schools, assuming that the teacher had implemented holistic, integrative learning.

The instrument in this study for kindergarten teachers in understanding pedagogy was an open and closed questionnaire. This open questionnaire is in the form of questions about understanding how to educate, the stages of children's learning and how teachers teach. A closed questionnaire in the form of questions that lead to the implementation of holistic, integrative learning aims to find out how teachers understand and implement holistic integrative and how difficult it is to implement it. In addition, a closed questionnaire contains the implementation of the teacher in carrying out learning in the classroom. An assessment of lesson plans made by teachers in teaching is also carried out based on pedagogic knowledge and holistic, integrative implementation.

## **3. Results and Discussion**

The teacher's pedagogic knowledge results were conducted by testing the knowledge dimensions of the 30 teachers who became the sample obtained excellent results by obtaining score data from several indicators related to the teacher's pedagogic knowledge. The score results will be used to see the teacher's ability to develop lesson plans holistically and integrative.

### **3.1 Teacher Implementation Ability**

The teacher's implementation ability in carrying out learning with a holistic and integrated approach from the results of observations and observations of the activities and lesson plan shows a good ability or is considered competent enough related to the teacher's pedagogic knowledge. By the characteristics of early childhood, they still see everything as a whole (holistic) where their physical development is not separated from their mental, social and emotional development. The use of themes close to children allows teachers to get closer to holistic and integrate several aspects of development in children's stimulation activities.

### **3.2 Results of Class**

Observations made to the teacher on several aspects of the learning process with apperception, core activities, and implementation closing showed excellent results. Teachers can carry out higher-quality learning activities for their students with pedagogical knowledge.

The results showed that several components of the teacher's pedagogical knowledge indicators showed very high results. This result is also related to the teacher's ability to implement a holistic and integrative approach. With the competencies possessed by the teacher, he can properly carry out the process of learning activities according to the stages and characteristics of early childhood where the teacher is designing learning activities and implementing programs by first identifying the dimensions that exist in the growth and development of children.

In the component of lesson plan abilities with a holistic and integrative approach, the teacher does this by taking specific themes close to the child so that the theme can be related to the events experienced by the child and by the child's interests. Through the theme chosen by the teacher, a learning program is created that can help stimulate student growth and development. Therefore,

pedagogic ability in learning as a supporting factor in the learning process is essential because by using pedagogical knowledge, the teacher can plan learning, can clarify the delivery of messages to be more effective, can maximize time, make it easier for teachers to channel information, make learning more varied, and make learning easier. The learning process will be fun. Thus, implementing learning for students that is carried out holistically and integrative is a way to add real experience when learning activities occur. A lesson plan that is packaged attractively will make it easier for students to understand the learning material. This is evidenced by the activeness of students in the class.

The ability to plan to learn will use learning media as one of the tools that teachers can use to provide exciting learning for children so that learning becomes meaningful. Teacher-planned learning will be meaningful when children experience directly what they are learning by activating many senses rather than just listening to the teacher explain the learning material. So that teachers' pedagogic knowledge and holistic learning will be more applied in planning children's learning. Based on the results of observational data and unstructured interviews with teachers, it was found that there were still teachers who did not understand pedagogical knowledge well and were produced in lesson plans that did not reflect holistic, integrative learning. In planning learning, the elements that must be considered are the stages of thinking and the child's age with fun learning activities.

Another factor that causes the common pedagogic knowledge of teachers is that there are still teachers who have not had a bachelor's level of education. As a result, teachers are not good at making lesson plans and are not skilled in planning lessons in class. This is in line with how the teacher's pedagogical knowledge will affect the teacher's skills in teaching teachers and planning learning for children.

Furthermore, there still needs to be limited teacher capabilities that still need improvement, namely the ability to use technology and communication to support the process of a more varied and creative holistic and integrative approach. With the development of an increasingly sophisticated era, teachers also need to use technology to introduce children.

Based on these facts, increasing teacher pedagogic knowledge in making holistic and integrative learning plans is essential because it will influence learning outcomes in children. Learning activities will be of higher quality when the teacher's pedagogic knowledge is even better.

#### 4. Conclusion

Based on the results of this study, it can be concluded that the pedagogic knowledge possessed by the teacher will assist the teacher in implementing a holistic and integrated learning approach—so substantially the ability to do a better lesson plan. The ability to implement a holistic and integrative approach carried out by teachers needs to be improved to be more creative and more innovative with the help of technology by the development and progress of the times. This is very useful for enriching stimulation and preparing children to live according to the times and technological developments.

#### 5. Suggestion

Based on the results of this study can be concluded as follows:

1. The pedagogical knowledge possessed by teachers will help teachers in implementing a holistic and integrative approach to learning. So that in substance the ability to make learning planning better.
2. The ability to implement holistic and integrative approaches implemented by teachers needs to be improved to be more creative and more innovative with the help of technology by the development and progress of the times. This is very useful for enriching stimulation and preparing children to live according to the times and technological developments

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